

2

Let's Begin Reading in English

Learner's Material

Unit 3

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

**Department of Education
Republic of the Philippines**

Let's Begin Reading in English – Grade 2
Learner's Material
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Unit 3

I Love Going to School



It's a place where I learn
to count, read, and write
It's a place where I meet
New friends left and right
That's why it's no surprise...
I love going to school!

Week 1: School Is My Second Home

Lesson 1

Let's Try

Talk about your school. Say your school's name.
Tell us what grade you are in.

Say: "I study in ____.
I am in Grade ____."

Get Set

Listen as your teacher uses these words in a sentence. Let us try to figure out their meanings.

cool	hop
without doubt	skip
prance	true

Let's Recall

What do you often do in school?

Let's Aim

In the poem you are about to hear, you will find out what other activities are often done in school.

Listen as I read the poem.

My School

I will tell you about
a place that is cool
it is without doubt
my dear old school.

In school I can sing
and do many other things
I can read, write, and dance
I can skip, hop, and prance.

In school I have fun
I play under the sun
I count things I can see,
dream of what I can be.

There's so much I can do
in my school, that's so true
It is after all, my home
away from home.

Listen to my questions about the poem and try to answer them.

1. In the poem, what is referred to as a place that is cool?
2. What does it mean when one says that a place is cool?
3. Based on the poem, give two activities that can be done in school.
4. Aside from what was said in the poem, what other activities can you do in school?

Draw your favorite school activity in your notebook.

Lesson 2

Let's Recall

In our poem yesterday, we learned that it is fun to be in school. Let's think of the different things we can do in school.

I Can Do It

Your classmate will ask you a question.
Try to answer it.

“What do you like to do in school?”

“I like to ____ in school.”

Action Words

Listen as I read each sentence.

1. Miko likes to sing in school.
2. Dina likes to read in school.
3. Tita likes to cook in school.
4. Juan likes to dance in school.
5. Ana likes to play in school.

Write the word that answers each question that I will read to you.

1. What does Miko like to do in school?
2. What does Dina like to do in school?
3. What does Tita like to do in school?
4. What does Juan like to do in school?
5. What does Ana like to do in school?

Read the words you wrote. What do you notice?
Sing, read, cook, dance, and play are all action words.

Remember This

Action words are words that show movement.
They talk about what we do.

We Can Do It

I will ask about what you do in certain places.
Answer me with an action word.

1. What do you do in the market?
2. What do you do at home?
3. What do you do in the park?

Let's Aim

Reading Short o Words

Let us name these pictures.



Did you notice the shape of my mouth as I named the pictures with you? You are right, my mouth formed a circle. That is the shape that our mouths form when we have the **o** sound in the middle of the words we read.

We Can Do It

Find a partner. Read each word to your partner.
Draw a line between the word and the picture.

pot



cop



mop



top



I Can Do It

Read the words and draw the corresponding pictures in your notebook.

1. mop
2. top
3. pot
4. dot
5. fox

Let's Answer

I have a set of pictures and word cards. I will give each of you a picture or a word card. Find your partner by matching the picture with the correct word card.

(To half of the class, give word cards containing three-letter words with the middle **o** sound. To the other half, give the corresponding picture cards. Make sure the cards accurately depict the words.)

Lesson 3

Let's Aim

Cause and Effect

Last Monday, we listened to a poem about school. Listen as I read the story about Ben's first day in a new school.

Yesterday was Ben's first day in a new school. He was afraid because he did not know anyone there. All his friends were in his old school.

During recess, a girl called out to him. "Hi, I'm Lisa," she said. "Come and join us. We are going to play **tumbang preso**," she added.

Ben eagerly joined Lisa and her friends. He is happy now.

Answer these questions.

1. Why was Ben afraid to be in a new school?
2. Why is Ben happy now?

Let's try to complete the following chart. On the left side of the chart, you will put the answers to the questions above.

	Ben was afraid to be in a new school.
	Ben is happy now.

Read your answers on the chart. What do you notice? Because he does not know anyone there, Ben was afraid to be in his new school. In the end, because he made new friends, Ben became happy.

Remember This

Oftentimes we want to know the reasons behind certain events. In order for us to do so, we have to ask **why**.

The reason behind a certain event is called the **cause** of an event. The result of the cause or what happens because of the cause is called the **effect**.

We Can Do It

Knowing the cause of certain events is helpful in understanding what we read. Let's try some more examples to know more about cause and effect. Listen as I read each paragraph. Answer the questions that follow. Write your answers in the chart.

1. Mely was going to cross the street to go to school. A little boy wanted to cross too, but he was afraid. Mely held the boy's hand. Together, they crossed the street.

Why was the boy able to cross the street?

2. Jose was asked to compete against students from other schools in a math quiz bee. He wanted to win so he practiced solving word problems every chance that he got. During the day of the quiz bee, Jose answered all the problems correctly. He was declared math quiz bee champion.

Why did Jose become the math quiz bee champion?

3. Pat liked to sing. He sang in the morning before breakfast, he sang while working on his seatwork, he even sang before going to bed. One Monday morning, he woke up with a sore throat. He could not sing all day. Pat was very sad that day.

Why was Pat sad one Monday morning?

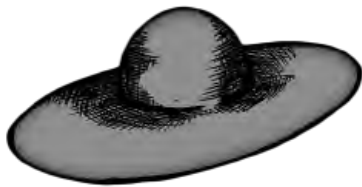
Cause	Effect
	The little boy was able to cross the street.

Cause	Effect
	Jose became the math quiz bee champion.
	Pat was sad one Monday morning.

Let's Aim

Reading Short a, e, i, and o Words

Let's name the following pictures.



Did you notice how the shape of our mouth changed as we named each picture? It all depends on whether the word has the **a**, **e**, **i**, or **o** sound in the middle. Today we will try to read more words.

We Can Do It

Find a partner. Read each word to your partner.

map
pet
big
box

sad
ten
fin
sob

I Can Do It

Read these words and draw the corresponding pictures in your notebook.

1. a pig
2. a map
3. a hen
4. a mop
5. a box

Lesson 4

Let's Try

I have a list of action words. Let us do the actions together. Afterwards, choose one among these action words. Pretend to do the action while saying, "I like to ____."

swim	drink	walk
hop	fly	eat
run	sing	clap
jump	dance	skip

We Can Do It

I have pairs of action words written on pieces of paper. Each one will get a piece of paper. Read the action word written. If you need my help, I can read it with you. The object of the game is to find the person who got the same action word as you did. After reading your action word, act it out until you find the person who is also doing the same action.

(The game may be repeated as it helps the children become familiar with the different action words.)

Let's Try

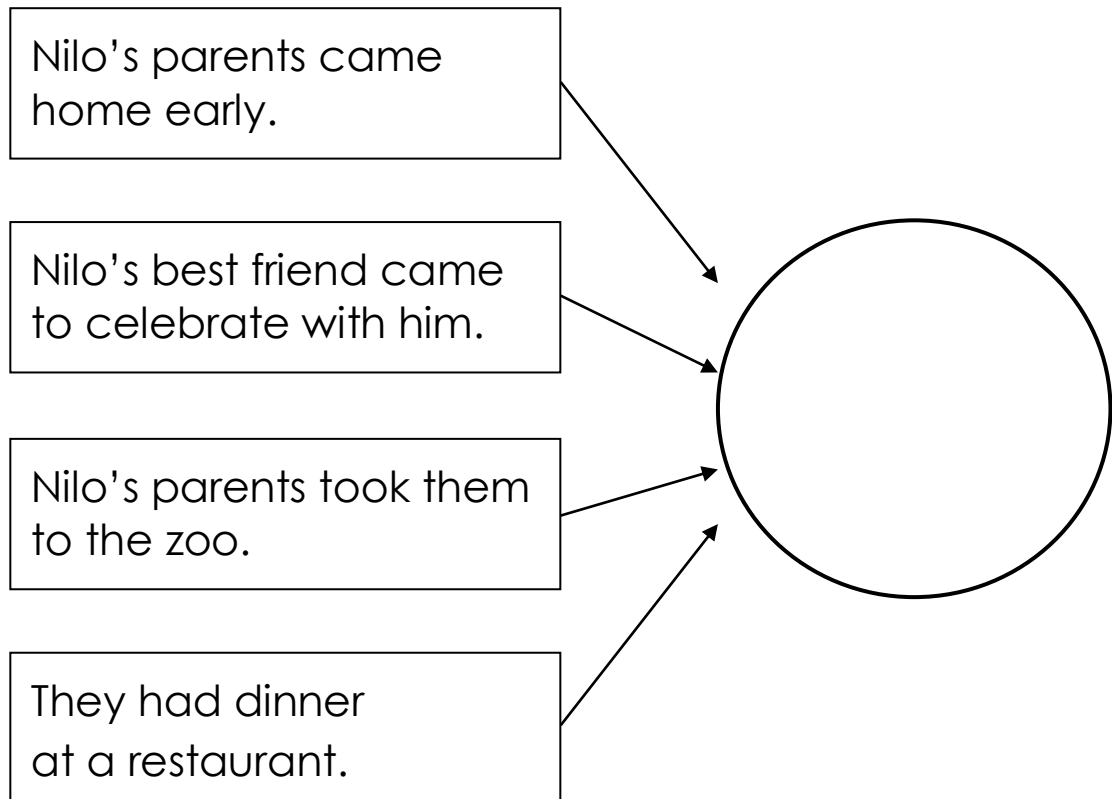
Looking for Effects

Yesterday, we talked about the reason behind certain events. We said that this is called the **cause**. Sometimes, an event can have many causes. Listen to this story and try to figure out what happens because of certain events. This is called the **effect**.

It is Nilo's birthday today. His parents came home from work early so they could celebrate with him. His best friend Rino was also there with him. Nilo's parents took them to the zoo where they enjoyed seeing different animals. Later on, they had dinner at a restaurant. Nilo had a happy birthday.

We Can Do It

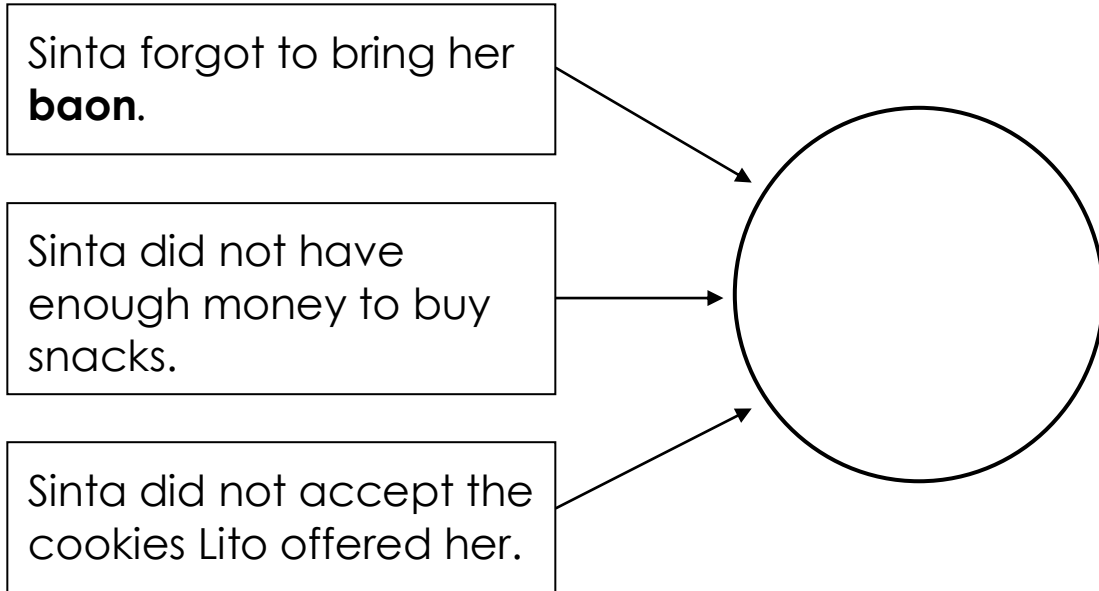
In the boxes below are various reasons why something happened. Beside them is a blank circle. Let us fill in the circle with the corresponding effect of the events stated in the boxes.



I Can Do It

Listen as I read the short story. List the effect of the different causes written in the boxes.

Sinta was very hungry after class today. She forgot to bring her **baon** and she did not have enough money to buy snacks. Her classmate Lito also offered her some cookies but she did not accept them.



Remember This

Sometimes, an event can have many causes. When reading a story, ask why in order to understand the reason behind a given event. Do not stop asking until you have found out all the reasons behind the event.

Lesson 5

Let's Try

Listen to my short poem. Then try to answer my questions about it.

Animals in Action

There was once a hen who wanted to fly.
She flapped her wings but she could not
go high.

Then the hen met a pig who wanted to
jump.

But the pig was too heavy, he fell with a
thump.

The two walked a bit and they both met
a dog.

But the dog wanted nothing but
to sleep like a log.

1. What did the pig want to do?
2. What did the dog want to do?
3. What did the hen want to do?

We Can Do It

Let us play Simon Says. When I say "Simon Says," you must do the action that I tell you. If I only say an action without saying "Simon Says," you must not do the action.

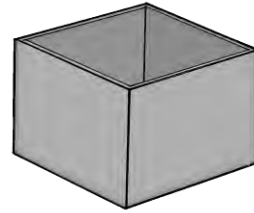
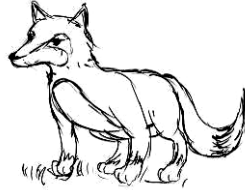
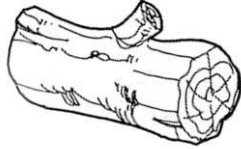
I Can Do It

Complete the poem with action words. Make sure you put your name in the first blank.

_____ in Action
I _____
I _____
I _____
I love to move about.

Let's Aim

Let's name these pictures. Write their names in your notebook.



I Can Do It

Read the phrases. Draw the correct picture for each phrase in your notebook.

1. a dog on a log
2. a fox in a box
3. a top in a pot

Week 2: Meet My Teacher

Lesson 6

Let's Try

Talk about your teacher. Say your teacher's name.
Tell us what she teaches you.

Say: "My teacher's name is _____.
She / He teaches me to _____."

Get Set

Listen as your teacher uses these words in a sentence. Let us try to figure out their meanings.

excited

amazed

surprise

final

clues

framed

Let's Recall

How did you celebrate your birthday?

Let's Aim

In the story you are about to hear, you will find out how Ms. Amor celebrated her birthday.

The Birthday Surprise

Today is Ms. Amor's birthday. All of us in Grade 2 - Santol are excited because we have a surprise for her. When she entered the room, our classmate Ana gave her a set of cards numbered 1 to 3.

"Ms. Amor, we have a surprise for you," Ana said.

"Please read and follow the clues on the cards so you can find the surprise," Gabriel continued.

All of us in the classroom sat on our seats quietly.

“Okay, here goes,” Ms. Amor said as she read the first clue. “Walk forward five steps,” Ms. Amor said as she started to move forward. She stopped in the middle of the room. Then she looked at the next clue. “Sing a few lines from your favorite song.”

All of us waited happily to find out what Ms. Amor’s favorite song was. When she sang “Moon River,” we were amazed at her beautiful voice. We clapped our hands after her song.

“Thank you, class. Now let’s move on to the final clue,” Ms. Amor said, reading the next card. “Close your eyes and make a wish.” She closed her eyes for a while.

When she opened them, we all shouted, “Surprise!”

She looked at the framed class picture we held in front of her and said, “How did you know what I wished for?”

Listen to my questions and try to answer them.

1. Whose birthday was it?
2. Who were the pupils of the birthday celebrant?
3. What did they do for their teacher on her birthday?
4. What did Ms. Amor have to do first in order to find her surprise?
5. What did Ms. Amor have to do next in order to find her surprise?

6. What was the last thing Ms. Amor have to do in order to find her surprise?
7. What did the pupils of Grade 2 - Santol give Ms. Amor for her birthday?
8. What did Ms. Amor say that showed us she liked Grade 2 - Santol's gift to her?

In your notebook, draw what you would give Ms. Amor for her birthday if you were a pupil in Grade 2 - Santol. Write a sentence about it under your drawing.

This _____ is my gift for Ms. Amor.

Lesson 7

Let's Recall

In yesterday's story, we heard about what Ms. Amor had to do in order to find her surprise gift. Let's pretend we are with Ms. Amor and Grade 2 - Santol.

1. What does Ms. Amor sing for Grade 2 - Santol?
Ms. Amor _____ "Moon River" for Grade 2 - Santol.
2. What do the Grade 2 - Santol pupils give Ms. Amor?

The Grade 2 - Santol pupils _____ Ms. Amor a class picture.

Action Words

Listen as I read each sentence.

1. Romy sits on a chair.



2. Romy and Tita sit on a bench.



3. Patrick reads a book.



4. Patrick and Ana read the newspaper.



5. Maria eats spaghetti in school.



6. Maria, Diego, and Juan eat pizza at home.



Answer each question. Copy the following chart in your notebook. Write the answer on the left side of the chart. On the right side of the chart, write how many persons are doing the action.

1. What does Romy do on a chair?
2. What does Patrick do to a book?
3. What does Maria do in school?
4. What do Romy and Tita do on a chair?
5. What do Patrick and Ana do to a newspaper?
6. What do Maria, Diego, and Juan do at home?

Action	Number of Person/s Doing the Action
1.	
2.	
3.	
4.	
5.	

Read the actions that were done by only one person. What do you notice? Sits, reads, and eats are the actions done by only one person. Read the actions that were done by two or more persons. What do you notice? Sit, read, and eat are the actions done by two or more persons.

Remember This

When only one person does the action, we **add s** to the action word.

When two or more people do the action, we **do not add s** to the action word.

Let's Aim

Reading Phrases with Short Vowel Sounds

Let's read the following words.

fat	pen	ten	bed
big	six	logs	dog
box	mop	the	of

We Can Do It

Read each phrase to a partner. Match the phrase with the correct picture by drawing a line.

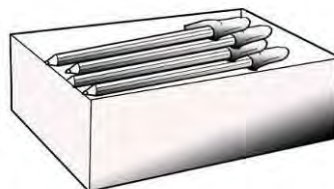
1. ten big logs



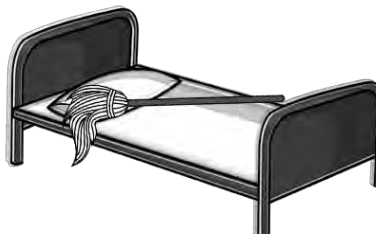
2. the big fat dog



3. a mop on a bed



4. a box of pens



I Can Do It

Read the phrases and draw the corresponding pictures in your notebook.

1. six red pots
2. a top on a hat
3. a sad dog

Lesson 8

Let's Aim

Sequencing 3 to 4 Events

Last Monday, we listened to a story about Ms. Amor's birthday. Let's try to recall the events that led Ms. Amor to find her birthday surprise.

Answer the following questions:

1. What was the first thing Ms. Amor had to do to find her surprise?
2. What was the second thing Ms. Amor had to do?
3. What was the last thing Ms. Amor had to do?

Make in your notebook three boxes numbered 1 to 3. Draw the events that happened before Ms. Amor got her surprise from Grade 2 - Santol.

1

2

3

Remember This

When reading a story, it is helpful to note the important events in the order that they happened. This will help us in understanding the story better.

We Can Do It

Knowing the order of the events in a story is helpful in understanding a story better. Listen as I read a short story. Together with your group mates, draw on four sheets of paper the four important events that happened in the story. Arrange them in correct sequence.

The Owl That Wanted to Be a Rooster

There was once an owl who thought that the rooster's job of waking up the animals was the best job in the barn. The owl wished so hard to be a rooster. Her wish came true, and she became a rooster. But she was only awake at night. So she ended up crowing at night. The barn animals got angry because they could not sleep. The rooster wished to become an owl again.

Let's Try

Your classmate will ask you a question. Try to answer it.

“What does your teacher do in school?”

“My teacher ____ in school.”

“What do your classmates do in school?”

“My classmates ____ in school.”

We Can Do It

I will divide you into groups with five members each. I have a bowl with slips of paper that have action words written on them. Your group will pick an action word and make two sentences out of it. In your first sentence, use the name of a team member to be the doer of the action. In your second sentence, use the names of all the team members to be the doers of the action.

Let's Aim

Reading Phrases with Sight Words

Let's read these sight words.

blue	yellow	green
orange	red	

We Can Do It

The class will play Touch the Color. After saying “Touch the color,” the teacher will flash a word indicating the color that the pupils are to touch.

I Can Do It

Read the words and draw the corresponding pictures in your notebook.

1. an orange log
2. a blue top
3. a red cot
4. a green mop
5. a yellow pot

Let's Answer

Let's play Bingo! I have a set of pictures and each one will be given a word card containing groups of words. I will show you the picture and you will find the group of words that tells us what the picture is. Once you find it, mark it with an X. The first person to mark all the groups of words in his / her card wins the game.

(Give the pupils word cards containing six phrases that use colors and words with the middle **a**, **e**, **i**, or **o** sound. The pictures can either be printed or flashed through a powerpoint presentation.)

Lesson 9

We Can Do It




Look at the action words. Let us read and do the actions together. Afterwards, choose one action word. Ask a classmate or a group of classmates to do an action and say, "_____ sings." or "_____, _____, and _____ dance."

swim	drink	walk
hop	run	eat
run	sing	clap
jump	dance	skip

I Can Do It

Listen as I read a short story. Answer my questions about it afterwards.

Hide and Seek



Marla, Jen, Kevin, Richard, and KC play hide and seek in the park. Jen covers her eyes and counts up to thirty. The other children hide in different places. Marla goes behind a tree. Kevin and KC hide behind a bench. Richard runs to the slide and hides behind it. Jen opens her eyes and walks around. She spots Richard. "Tag, you're it!" she tells him.

1. What does Jen do first?
2. Where does Marla go?
3. Where do Kevin and KC hide?
4. Where does Jen find Richard?

Let's Try Sequencing Events

Yesterday, we talked about the need to know the order of events as they happened in the story. Let's try to do this again.

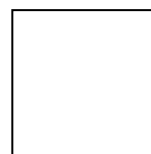
We Can Do It

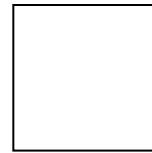
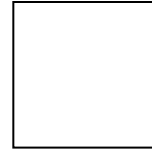
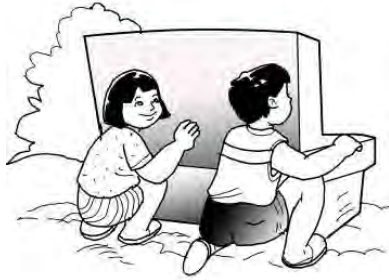
Answer the following questions.

1. What was the first thing that happened in the story?
2. What was the second thing that happened in the story?
3. What was the last thing that happened in the story?

I Can Do It

Look at the pictures of events that happened in the story I have just read. Write the correct order of the events by putting the number in the boxes. Write about what the children do in the pictures in your notebook.



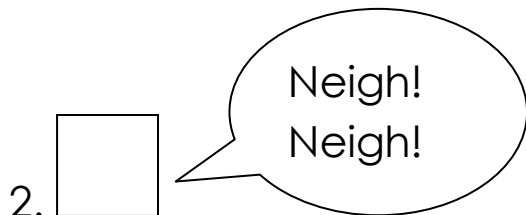
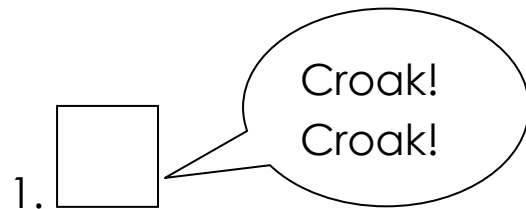


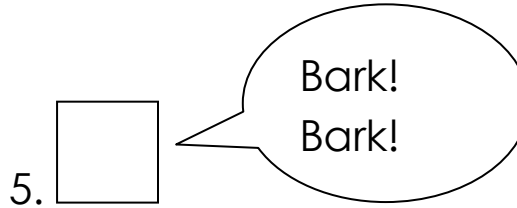
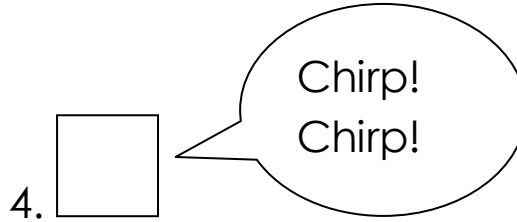
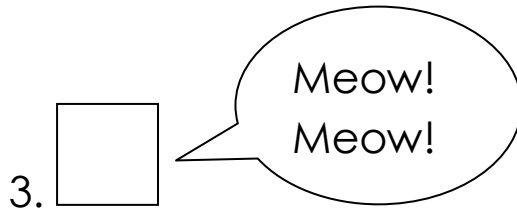
Lesson 10

Let's Try

Listen as I read the different animal sounds.
Match them with the animals that make these sounds.

Write your answers in your notebook.





We Can Do It

I have pictures of the animals on the previous page. There may either be one animal or more than one animal in each picture. Each of you will pick out an animal card. Then make a sentence about the animal / animals that you pick out using the correct sounds they make.

For instance, if you pick out a picture of two dogs, you may say "Two dogs bark." But if you pick out a picture of only one dog, you may say "The dog barks."

I Can Do It

Complete the poem with the correct animal sounds.

Animal Sounds

A dog _____

A cat _____

A bird _____

A frog _____

A horse _____

And I say,

“Have a nice day.”

Animal Sounds

Dogs _____

Cats _____

Birds _____

Frogs _____

Horses _____

And we say,

“Have a nice day.”

Reading Phrases with Sight Words

Let's Aim

Let's read these sight words.

blue

yellow

green

orange

red

black

purple

white

pink

brown

We Can Do It

The class will play Touch the Color. After saying “Touch the color,” the teacher will flash a word indicating the color that the pupils are to touch.

I Can Do It

Read these phrases. Draw the correct picture for each phrase. Do this in your notebook.

1. a red rod and an orange toy
2. a brown frog in a green box
3. a yellow fox on a purple hat
4. a pink pig on a white mat
5. six blue pens in a black pot

Week 3: Happy Times in School

Lesson 11

Let's Try

Talk about the things you do in school.

Say: "I _____ and _____ in school."

Get Set

Listen as I use each word in a sentence. Match each with the correct picture by drawing a line between the two.

dessert



ingredients



stirring



scooping



Let's Recall

What is your favorite dessert?

Let's Aim

In the story you are about to hear, you will find out what dessert the special visitor taught the pupils from Grade 2 - Papaya to make.

A Special Visitor

Today is a happy day for us children in Grade 2 - Papaya. We have a special visitor in class. He will teach us how to make a yummy dessert.

“Grade 2 - Papaya, I am Kuya Ben. I will show you how to make fruit salad,” he says. He posts the ingredients on the board.

Kuya Ben lets us read the ingredients. Then he tells us that fruit salad is so easy to make.

Fruit Salad

Ingredients:

- 6 apples (cut into small cubes)
- 2 papayas (cut into small cubes)
- 8 bananas (sliced)
- 5 mangoes (cut into small cubes)
- 1 tablespoon of lemon juice
- 1 cup of cream
- 3 tablespoons of sugar

“I slice all the fruits,” he says. Then he puts them all in a big bowl. “I mix all the ingredients,” he continues. “Then I stir in the lemon juice, the cream, and the sugar. After that, I serve them in small bowls or cups,” he says.

He scoops the fruit salad into plastic cups.

We happily wait for Kuya Ben to give us a cup of fruit salad. “Yum, yum! What a treat!”

Listen to my questions and try to answer them.

1. Who is the special visitor in the class of Grade 2 - Papaya?
2. What will he teach the class?
3. What are the ingredients of the special dessert?
4. What did Kuya Ben have to do with the fruits first?
5. After slicing all the fruits, what did he do with all the ingredients?
6. Where did he put the fruit salad?

7. What does it mean when the pupils said “What a treat!” ?
8. How did the pupils feel that day?

Draw your favorite dessert in your notebook. Write the following sentence below it.

My favorite dessert is _____.

Lesson 12

Let's Recall

In yesterday's story, we heard about Kuya Ben teaching the pupils of Grade 2 - Papaya how to make fruit salad. Pretend Kuya Ben is in our class. Listen as I read what he might say.



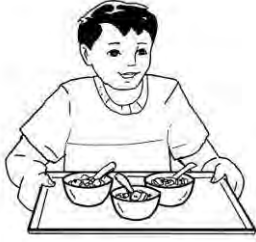
I slice the fruits.



I mix the ingredients.



I scoop the fruit salad.



I serve the fruit salad.

We Can Do This

Action Words

Listen as I read each sentence.

1. I sing a song.



2. I play with my **sipa**.



3. I write a story.



4. I drink a glass
of water.



5. I count my marbles.



Answer each question. Copy the following chart in your notebook. Write the answers on the right side of the chart. On the left side, put in the answer to this question: Who does the action?

1. What do I do with a song?
2. What do I do with my **sipa**?
3. What do I do with a story?
4. What do I do with a glass of water?
5. What do I do with my marbles?

Who does the action?	Action
1.	
2.	
3.	
4.	
5.	

Look at the left side of the chart. In all examples, who was the doer of the action? Right, in all examples I am the doer of the actions. Read the actions on the right side of the chart. What do you notice? Sing, play, write, drink, and count are the actions that I do. In the past lesson, we learned that when one person is doing the action, we add **s** to the verb. But this is an exception to the rule. That means even if I am only one, we do not add **s** to the action word.

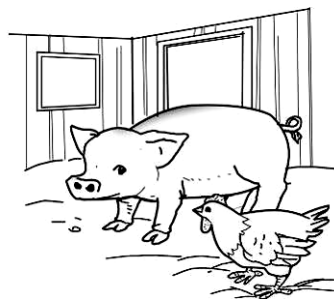
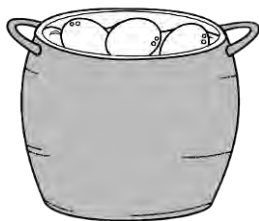
Remember This

When **I** am the person who does the action, **we do not add s** to the action word.

Let's Aim

Reading Simple Sentences

Let's look at these pictures. Identify the objects in the picture.



We Can Do It

Read the following words after me. You will meet these again in the sentences you will read.

the with are

Read the following sentences. Write the number of the sentence that correctly shows the pictures above.

1. The fox is in a box.
2. The pig is with the hen.
3. The eggs are in a pot.

I Can Do It

Read the phrases and draw the corresponding pictures for each phrase. Do this in your notebook.

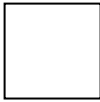
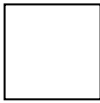
1. A dog is with a cat.
2. The top is on a log.
3. The rats are in a box.

Lesson 13

Let's Aim

Retelling a Story Using a Series of Pictures

Last Monday, we listened to a story about Grade 2 - Papaya's special visitor. Who was he? Yes, he was Kuya Ben. What did he teach the class again? You're right. He taught them how to make fruit salad. Let us use these pictures to help us remember events that happened in the story. These pictures are not in correct sequence. Number the pictures from 1 to 4.



We Can Do It

We now know the sequence of events that happened in the class of Grade 2 - Papaya. Let us write a sentence about each picture. This will help us tell the story in our own words. Let me start the story and then I will let you continue.

Grade 2 - Papaya had a special visitor. His name is Kuya Ben. He taught them how to make fruit salad. This is how he did it. (Let the pupils say their sentences in the correct order.)

Remember This

When reading a story, it is helpful to make a picture in our minds of the important events that happened in the story. We can then describe the pictures in our own words. This helps us tell the story again.

Let's Try

I have a big cube that has pictures of things we do in school. Each one will get a chance to throw the cube. Based on the picture you get, answer this question:

“What do you do in school?”

“I _____ in school.”

We Can Do It

I will divide you into groups with three members each. Talk to your team mates and agree on an action that you will do together in school. Then as a group, say:

“We _____ together in school.”

(Each group may do the activity more than once.)

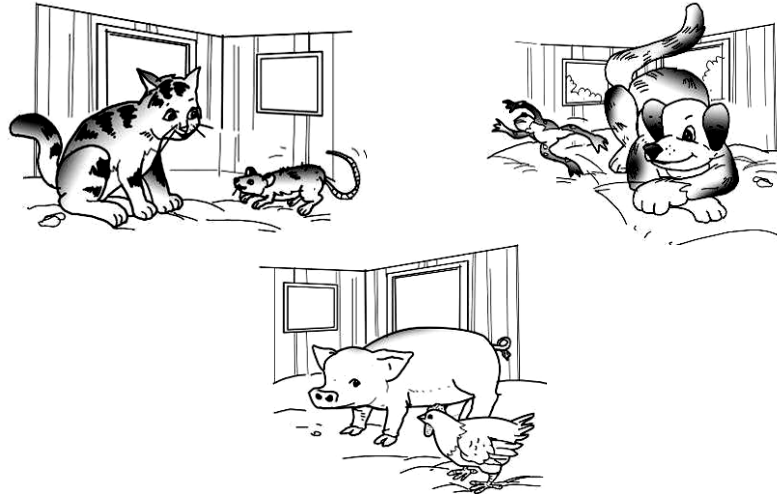
Remember This

When there are two or more people who do the action and we use the pronoun **we**, there is **no need to add s** to the action word.

Reading Sentences

Let's Aim

Let's look at the pictures. Identify the animals.



We Can Do It

Let us read the word in the box. I will help you find out what it means.

beside

Draw and color the corresponding picture for each sentence. Do this in your notebook.

1. The pink pig is beside the yellow hen.
2. The black cat sits beside a blue rat.
3. The green frog hops beside the brown dog.

I Can Do It

Read the phrases. Draw the corresponding picture for each phrase. Do this in your notebook.

1. A blue horse is beside an orange cat.
2. A green hen sits on a yellow egg.
3. A purple dog runs beside a white pig.

Lesson 14

We Can Do It

I have the big cube that we used yesterday. Instead of pictures, it has six action words written on it. Let us read them.

hop	eat
run	sing
jump	dance

Together with a partner, roll the cube. When it lands on an action word, use it to say what you do together.

We ____ together.

Then say where you do the action.

We ____ together in the ____.

I Can Do It

Complete the poem with the actions that you often do with your friends.

<p>What I Do with My Friends by _____</p> <p>We _____.</p> <p>We _____.</p> <p>We _____.</p> <p>We _____.</p> <p>We do so many things.</p>

Let's Try

Retelling a Story with Pictures

Yesterday, we talked about how helpful it is for us to form pictures of important events in a story.

This will help us tell the story again.

Listen to this familiar fable.

The Ant and the Grasshopper

There was once an ant who worked day and night. He looked for food and kept it in his home. He said he would need it during the rainy days.

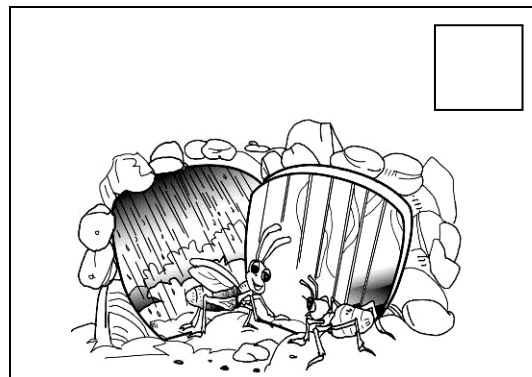
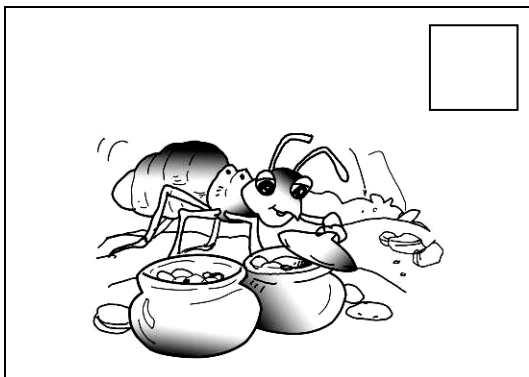
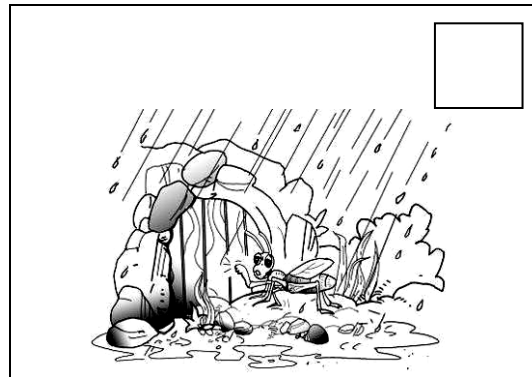
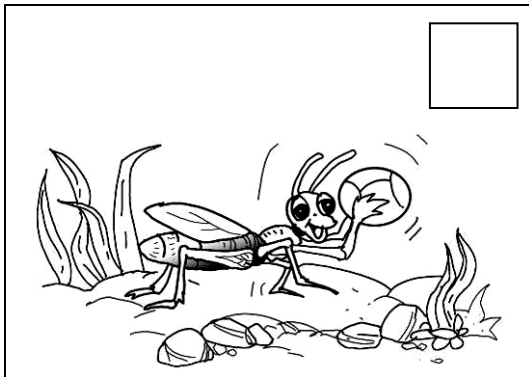
There was also a grasshopper who only liked to play. He did not look for food. He danced and sang all day.

One night, heavy rains poured. Ant stayed in his warm home and ate his food. Grasshopper knocked on Ant's door and asked for food.

Ant took pity on him and let him in. He told Grasshopper that next time they will look for food together.

We Can Do It

Look at these pictures. Let us number them from 1 to 4 according to when they happened in the story.

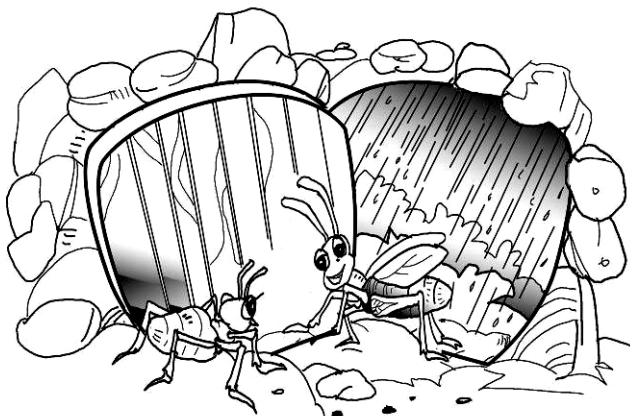


Let us say what happened in each picture.

I Can Do It

Using the same pictures and their correct sequence, rewrite the story of "The Ant and the Grasshopper" in your notebook.

The Ant and the Grasshopper



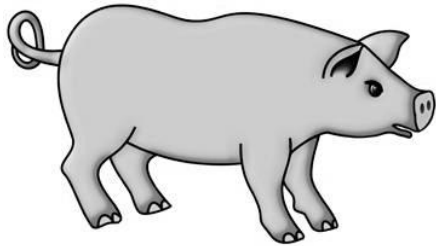
There was once

Lesson 15

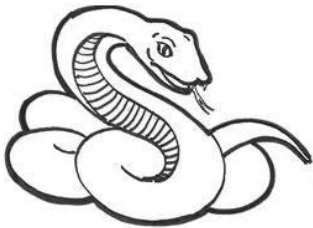
Let's Try

We learned about animal sounds last week.
We will learn about more animal sounds today.
Listen as I read these different animal sounds.

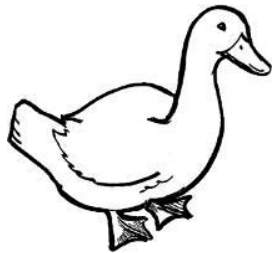
Match them with the animals that make these sounds. Draw a line between the animal and the correct sound.



Squeak!
Squeak!



Grunt!
Grunt!



Hiss!
Hiss!



Quack!
Quack!



Buzz!
Buzz!

We Can Do It

I have pictures of the animals on the previous page. You will form groups of two, three, or four. Then I will give you an animal card. You and your group mates will pretend to be the animals you pick. You will make a sentence using the correct sounds that the animals make. As a group, say:

“We are _____. We _____.”

I Can Do It

Complete the poem with names of animals and the sounds they make.

Animal Sounds	
We are _____.	
We _____.	
We are _____.	
We _____.	
We are _____.	
We _____.	
We are animals.	
We make lots of sounds.	

Let's Aim

Reading Sentences

Let's read these groups of words.

The snakes hiss	The pigs grunt
The ducks quack	The bees buzz
The rats squeak	

in the box on the mat in the pot beside the
log

We Can Do It

Find a partner. One of you will choose a group of words from the first box and the other one will choose from the second box. Combine the phrases that you choose. As a pair, read the sentence that you form.

I Can Do It

Combine two phrases from the first and second boxes in the previous page. Write the sentence you form. Do it in your notebook.

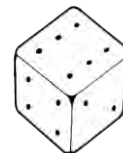
Week 4: I Have Friends in School

Lesson 16

Get Set

Listen as your teacher uses each word in a sentence. Match with the correct picture by drawing a line between the two.

board game	dice	token	wiggle	stomp
---------------	------	-------	--------	-------



Let's Recall

What game do you enjoy playing with your friends?

Let's Aim

In the story you are about to hear, you will find out what game Joan and her friends played in school.

Fun with My Friends

Joan, Jose, and Mika all came to school early today. Joan said she had a board game that she wanted them to play.

"What's the game, Joan?" Jose asked when they saw each other.

"It's called Act It Out," Joan said. "We have to roll a dice first. The number we get will tell us how many steps to take. If we land on a square that says Act It Out, we have to pick a card. Then we act out what it says on the card."

"And the person who reaches the square that says Finish wins, right?" Jose asked.

"Right," Joan answered.

Mika rolled the dice first. It was a six. She moved her token and landed on a square that said Act It Out. She picked a card.

Turn to a friend
and shake his hand.

“That’s easy,” she said, turning to Jose and shaking his hand.

“My turn!” Jose cried, rolling the dice. It was a three. He also landed on an Act It Out square.

Wiggle your fingers
and stomp your feet.

“This is fun,” Jose said while wiggling his fingers and stomping his feet.

Joan was about to roll the dice when the bell rang. “Let’s play again later!” she told us.

Listen to my questions and try to answer them.

1. How many children came to school early that day?
2. Who were these children?
3. Why did they come to school early?
4. Who brought the board game?
5. What was the name of the game?
6. How is it played?
7. Who got to roll the dice first?
8. Where did she land?
9. What actions did she have to do?
10. Who got to roll the dice next?
11. What actions did he have to do?
12. Why did the children not finish their game?
13. Do you think the children will play the game again? Why do you think so?

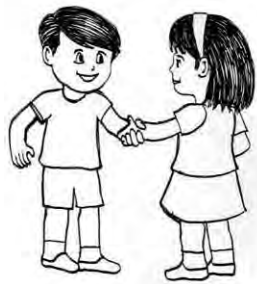
Draw your favorite game in your notebook.
Write the following sentence below it.

My favorite game is_____.

Lesson 17

Let's Recall

In yesterday's story, we heard about the Act It Out game that Jose, Joan, and Mika played.
Listen as I read the sentences.



I am shaking Jose's hand.



I am wiggling my fingers.



I am bringing my board game to school.

We Can Do This

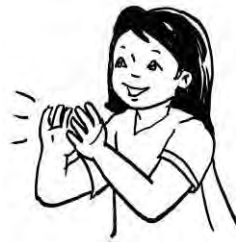
Action Words (adding -ing)

Listen and watch as I read each sentence and do the action.

1. I am stomping my feet.



2. I am clapping my hands.



3. I am tapping my fingers.



4. I am pointing at my nose.



5. I am swaying my hips.



Watch what I am doing. Then answer each question. Copy the following chart in your notebook. Place the answers on the right side of the chart. On the left side, write the answer to this question: Who is doing the action?

1. What am I doing with my feet?
2. What am I doing with my hands?
3. What am I doing with my fingers?
4. What am I doing to my nose?
5. What am I doing with my hips?

Who is doing the action?	Action
1.	
2.	
3.	
4.	
5.	

Read the actions on the left side of the chart. What do you notice? Stomping, clapping, tapping, pointing, and swaying all have something similar. Do you see it? Yes, all of them end in **-ing**. Let me do the actions again. Who is doing the stomping? Yes, I am. How about now, who is doing the clapping? Yes, I am. Who is doing the tapping? You're right again – I am doing the tapping. Who is doing the pointing? I am. And who is doing the swaying. Yes, I am also doing the swaying.

Remember This

While **I** am doing an action, I have to **add -ing** to an action word so I can talk about what I am doing.

Let's Aim

Let's read these words.

he	likes	to	around	now down
----	-------	----	--------	-------------

We Can Do It

Reading a Simple Story

Let us read the short story about Jac. You and I can read it alternately. You may start with the first line.

Jac

Jac likes to jog.
He jogs around the log.
He jogs around the dog.
He jogs around the hog.
Jac is hot now. He sits down to rest.

I Can Do It

Now try to read the story on your own. Afterwards, draw Jac and his favorite activity. Do this in your notebook.

Lesson 18

Let's Aim

Following Two-Step Directions

Last Monday, we listened to a story about the game played by Joan, Jose, and Mika. Listen as I read the cards that Jose and Mika got. You are to do the same actions after I read them.

Wiggle your fingers
and stomp your feet.

Turn to a friend and
shake his hand.

We Can Do It

Listen to some more commands and do the actions.

1. Stand up and jump three times.
2. Sit down and put your hands on your lap.
3. Face your classmate and say, "How are you?"
4. Shake your classmate's hand and say, "I'm fine, thank you."
5. Look at me and clap two times.

Remember This

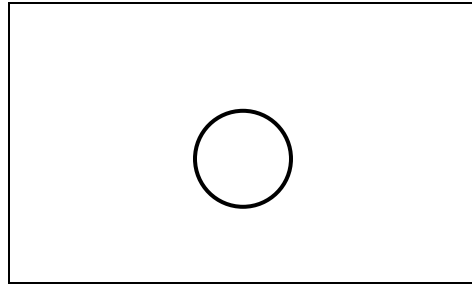
It is important to listen to directions so we can follow them correctly.

I Can Do It

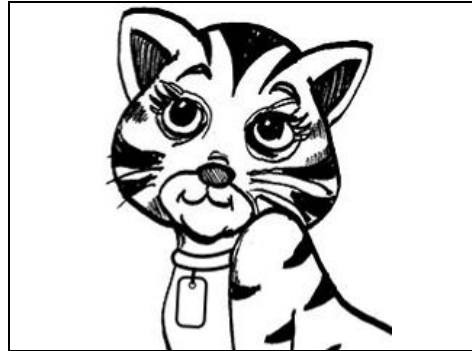
Do the following activity in your notebook.

Make sure you follow the directions that I will say.

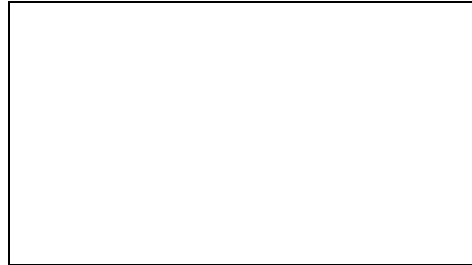
1. Make the circle into a flower. Color it blue.



2. Give this cat a name.
Write it on its tag.



3. Draw two balloons.
Color one yellow
and the other one red.



4. Draw an ice cream
scoop on the cone.
Color it pink.



Let's Try

I have a bowl with cards that have action words.

I will now call on a girl to pick a card.

While she is doing the action written on the card, we will say:

“She is _____.”

Now I will call a boy to pick a card. While he is doing the action written on the card, we will say:

“He is _____.”

We Can Do It

I have this big cube with new action words.

Choose a partner. I will throw the cube and one of you will do the action written on top. As one is doing the action, the other one will say:

“He / She is _____.”

(Each pair may do the activity more than once.)

Remember This

While another person is doing an action, I have to add **-ing** to the action word so I can talk about what he or she is doing.

Lesson 19

Let's Aim

Read the following words after me. You will meet these again in the short story you will read later.

he	she	very	puts	likes
----	-----	------	------	-------

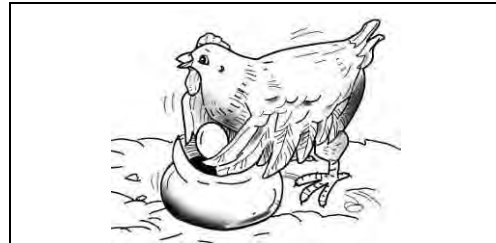
We Can Do It

Read the sentences with a partner. Match them with the correct picture.

1. Jen, the hen,
has an egg.



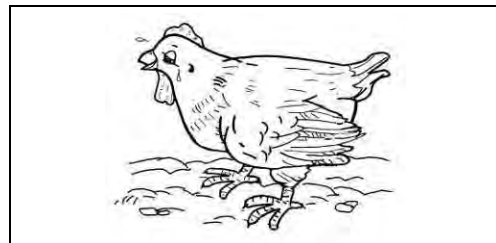
2. Mox, the fox,
likes eggs.



3. Jen is very sad.



4. Jen puts the egg
in a pot.



I Can Do It

Reading a Simple Story

Read the short story.

The Sad Hen

Jen is a hen. She has an egg.
She puts it in a pot.
Mox is a fox. He likes eggs.
Mox gets the egg from Jen's pot.
Jen is very sad.

Let's Try

I have the big cube that we used yesterday.
It has pictures of children doing different actions.
Let's throw the cube and talk about what they
are doing. Let us say:

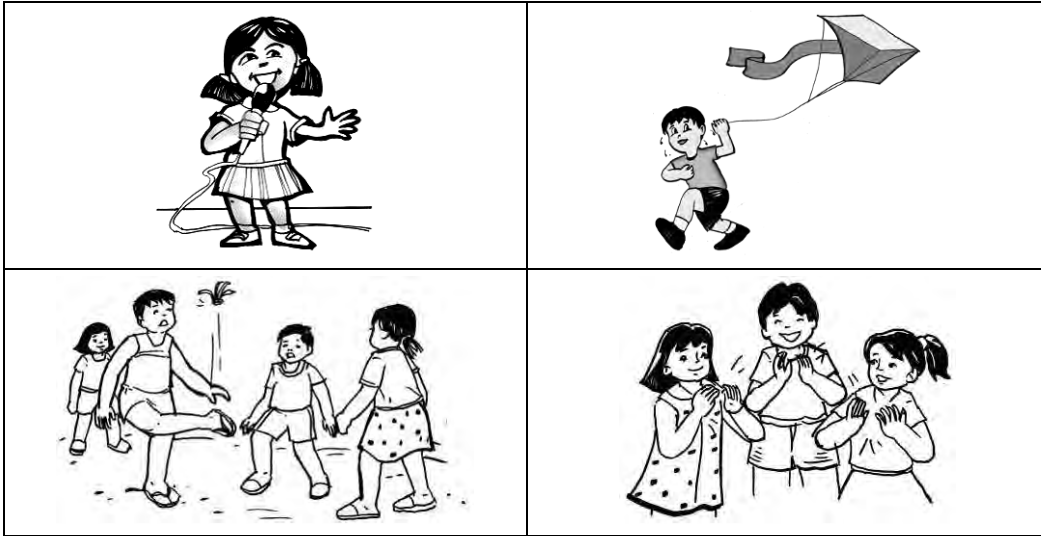
“They are _____.”

We Can Do It

Let's play charades. Group yourselves into teams
with five members each. Choose an action to do.
When your team is called, do your action. Any one
from the other teams can raise their hands to talk
about what you are doing by saying: “They are ____.”

I Can Do It

Write a sentence about what the children are doing.
Do this in your notebook.



Let's Try

Following Directions

Yesterday, we talked about how helpful it is for us to listen and follow directions.

Listen very well to this song and do the actions you are asked.

If You're Happy and You Know It

If you're happy and you know it
clap your hands.

If you're happy and you know it
snap your fingers.

If you're happy and you know it
then your face will surely show it.

If you're happy and you know it
clap your hands and snap your fingers.

* stomp your feet / shout "hello"

* jump for joy / flap your arms

We Can Do It

We will sing the song again. Let us think of other action pairs that we can use for the song.

Lesson 20

Let's Try

Let's review the actions we did when we sang "If You're Happy and You Know It" yesterday. Can we do them again?

clap	snap	stomp
shout	jump	flap

Let's talk about the actions that we are doing. Let us say: "We are _____."

We Can Do It

Form groups of five. Choose an action that you would like to do as a group. Tell us what you are doing as you perform your group action.

Say: "We are _____."

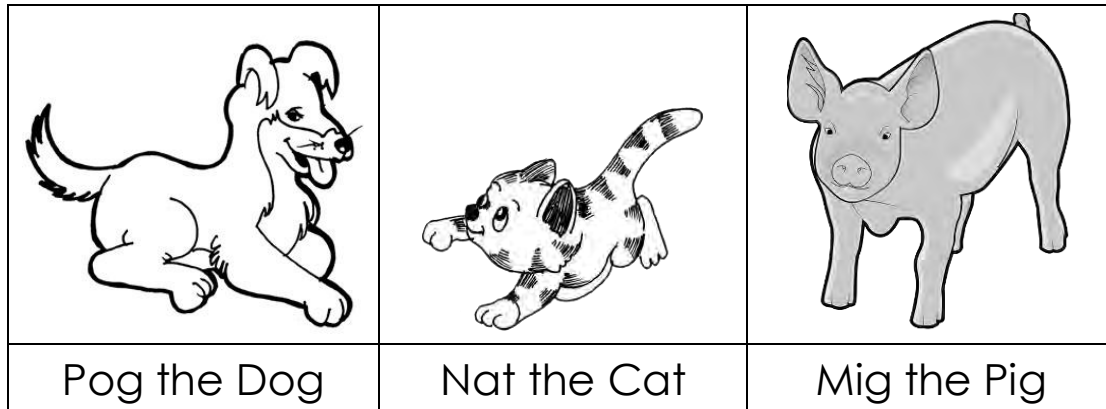
Let's Aim

Writing a Simple Story

Let's read the story of "The Sad Hen" again. Why was Jen, the hen, sad in the end? Do we want her to stay sad? Let's try to find ways to make her happy. We will continue the story of Jen, the hen.

We Can Do It

Form a group of three. Each person in the group will think of something that Jen's friends are doing to make her happy. Use these pictures to know who her friends are.



Listen as I read the first two sentences of our new story. Then tell your group mates what Jen the Hen's friends are doing for her.

Jen's friends do not want her to be sad.
So they are doing things to make her happy.

- 1.
- 2.
- 3.

Jen, the hen is happy now.

I Can Do It

Write your own version of the story that you and your friends just made.

Week 5: Other People Who Help Me in School

Lesson 21

Let's Try

Talk about the people who help you in school.
Look at the pictures and tell who they are.



Get Set

Listen as your teacher uses these words
in sentences. Let us try to figure out their meanings.

safety
delight
litter

duty
upset
bin

Let's Recall

Who are the people you always see in school helping the pupils and the teachers?

Let's Aim

In the poem you are about to hear, you will find out the people who help you in school.

Listen as I recite the poem.

Guess Who Do I See in School

Guess who do I see in school?
They're the people who help me.
They make school a place like home.
Come and listen to this poem.

They are always at the gate.
Our safety is their duty.
They check who gets in and out.
And keep the bad people out.

The canteen is their station.
Our food is what they care for.
Recess is their busy time
because it's our mealtime.

They are always dressed in white.
Our good health is their delight.
We call them if we are sick
And they answer fast and quick.

She is in the library.
She lends books to you and me.
When you see her don't forget
Loud noises make her upset.

The school is clean; thanks to them.
They keep the garden pretty.
They keep the playground clean.
Throw your litter in the bin.

Listen to my questions and try to answer them.

1. In the poem, who are the people that are seen in school?
2. What do these people do in school?
3. Who is being referred to in stanza 2? Stanza 3? Stanza 4? Stanza 5? Stanza 6?
4. Are they important in school? Why?
5. Draw a heart in your notebook. Write inside the heart the name of the person who helped you in school.

Lesson 22

Let's Recall

Yesterday, we learned about the people who help us in school.


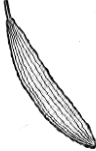

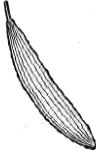


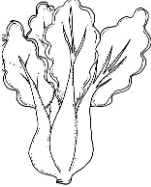
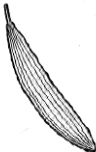



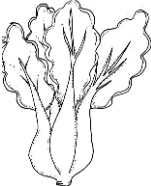




Get Set

Interpreting Picture Graphs

Listen to the paragraph then let's study the graph.

The grade 2 class went to the school garden and saw lots of pechay, amplaya, eggplant, tomato, and onion. They made a graph of the vegetables gathered from the garden.

Vegetables from the School Garden

Let's Aim

- How many bundles of pechay were gathered from the school garden?
There were ___ bundles of pechay gathered from the school garden.
- How many ampalayas were gathered from the school garden?
There were ___ ampalayas gathered from the school garden.
- How many eggplants were gathered from the school garden?

There were ___ eggplants gathered from the school garden.

4. How many tomatoes were gathered from the school garden?

There were ___ tomatoes gathered from the school garden.

5. How many onions were gathered from the school garden?

There were _____ onions gathered from the school garden.

Remember This

A picture graph shows the number of things by group or kind.

Let's Recall

In our poem yesterday, we learned about the people who help us in school. Let's think about them.

Get Set

Verbs of Being: Is and Are

Your classmate will ask you a question. Try to answer it.

"Who is the librarian?"

"The librarian is _____."

"Who is the school nurse?"

"The school nurse is _____."

“Who is the school doctor?”

“The school doctor is _____.”

“Who are the canteen helpers?”

“The canteen helpers are _____ and _____.”

“Who are the janitors?”

“The janitors are _____, _____, and _____.”

“Who are the security guards?”

“The security guards are _____ and _____.”

Let's Aim

Listen as I read each sentence.

A.

1. The librarian is Miss Pam.
2. The school nurse is Miss Ana.
3. The school doctor is Mr. Ben.

B.

4. The canteen helpers are Aling Nita and Mang Tony.
5. The janitors are Mang Luis, Aling Cora, and Mang Don.
6. The security guards are Mrs. Pilar and Mr. Domeng.

Write in your notebook the word that connects the words that I will read to you.

A.

- | | |
|------------------|----------|
| 1. librarian | Miss Pam |
| 2. school nurse | Miss Ana |
| 3. school doctor | Mr. Ben |

B.

- | | |
|--------------------|--|
| 4. canteen helpers | Aling Nita and Mang Tony |
| 5. janitors | Mang Luis, Aling Cora,
and Mang Don |
| 6. security guards | Mrs. Pilar and Mr. Domeng |

Read the words. What do you notice?

When we are talking about only one, we use is.

When we are talking about two or more, we use are.

Remember This

Is is used when we are talking about only one.

Are is used when we are talking about two or more.

Lesson 23

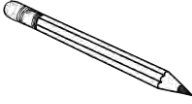


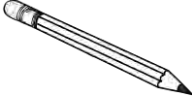



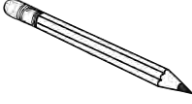



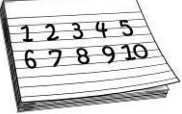










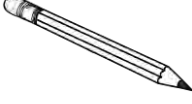

We Can Do It

Interpreting Picture Graphs

The school store sells many things that you need in school.

Study the picture graph then answer the questions.

The School Store




















				
				
				
				
				
				

1. How many notebooks were sold?
2. How many boxes of crayons were sold?
3. How many pad papers were sold?
4. How many pencils were sold?
5. How many erasers were sold?

I Can Do It

How many books did the pupils borrow from the library?

Number of Books Borrowed

Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

1. How many books were borrowed on Monday?
2. How many books were borrowed on Tuesday?
3. How many books were borrowed on Wednesday?
4. How many books were borrowed on Thursday?
5. How many books were borrowed on Friday?

We Can Do It

Verbs of Being: Is and Are

Here are some questions. Answer me using is and are.

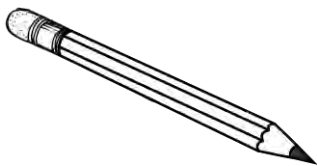
1. Who is your seatmate?
2. Who is your best friend?

3. Who are your friends in school?
4. What is your favorite subject?
5. Who are your favorite teachers?

Get Set

Reading and Writing 2-syllable Words with Short a, e, i, and o

Let's name these pictures.



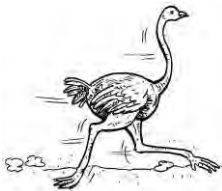
pencil



jacket



tennis



ostrich



padlock

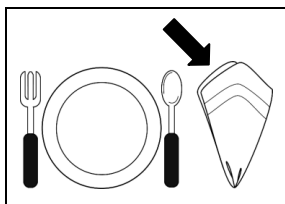


helmet

Did you notice how many vowel sounds there are in each word?

Let's Aim

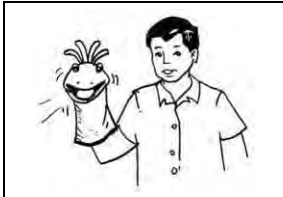
Let's read more words with two short vowel sounds.



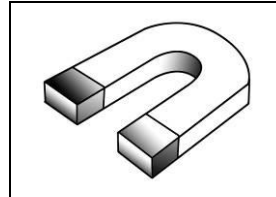
napkin



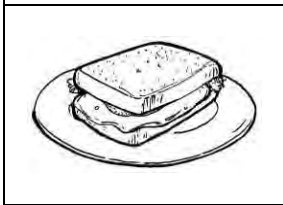
dentist



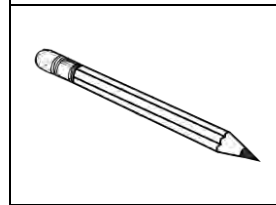
puppet



magnet



sandwich



pencil

Lesson 24

I Can Do It

Verbs of Being: Is and Are

Look at the pictures. Complete the sentences by writing is or are in your notebook.



The children _____ playing.



Betty and Gina _____ reading.



Mr. Bob _____ mopping the floor.



Aris _____ writing.

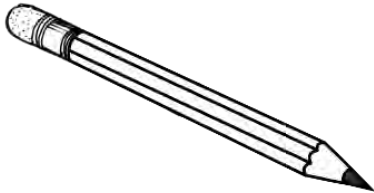


Mrs. Santos _____ reading a story in class.

We Can Do It

Reading and Writing 2-syllable Words with Short a, e, i, and o

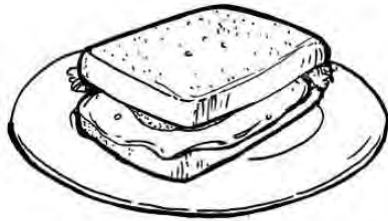
Name the picture. Copy the word in your notebook and include the missing vowel letters.



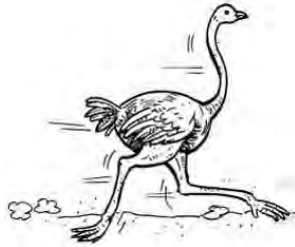
p _ n c _ l



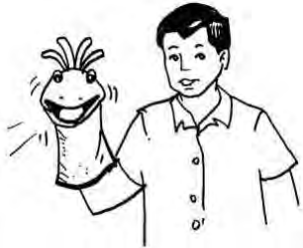
j _ c k _ t



s _ n d w _ c h



_ s t r _ c h



p _ p p _ t

Lesson 25

Let's Try

Verbs of Being: Is and Are

Draw in your notebook the person or persons helping you in school. Write 2 sentences about him / her / them using is or are.

Guide:

1. What is the name and work of the person/s helping you?
2. What does she / he do to help you?

Let's Try

Reading and Writing 2-syllable Words with Short a, e, i, and o

Arrange the letters to name the picture.



nnsiet



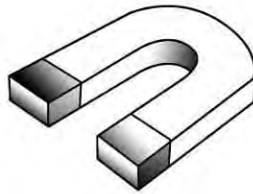
einttsd



mleeth



ktesba



tengma

Week 6: Books Are My Friends

Lesson 26

Let's Try

Talk Time:

What do you do when you are fetched late?

Get Set

Listen as your teacher demonstrates or explains the following sentences.

1. His excitement little by little disappeared.
2. He looked around the tall shelves.
3. He froze.

Let's Recall

What do you see in the library?

What do you do in the library?

Let's Aim

In our story, what did Miko see in the library?

What did he do in the library?

Miko Visited the Library

That Friday, Miko's mother told him that she would be late for an hour in fetching him because she had to drop by the grocery to buy some items needed in their house. She also talked to Miko's teacher that morning about it so Miko can stay in the library while waiting for his mother.

It was not the first time that Miko would go to the library. But it was his first time to go there without his teacher and classmates. Usually, his teacher would bring the class to the library for story reading and they would just stay in the story reading place.

That afternoon, Miko went to the library by himself. He was excited that he had one hour to stay in the library. He planned to look around and not just stay in the story reading place.

When Miko entered, his excitement little by little disappeared. As he looked around

the tall shelves lined up with so many books, he slowly felt afraid. He felt very small all of a sudden. He just stood there by the door. He froze.

The librarian saw Miko just standing there. With a smile on her face, she walked towards him. She took Miko by the hand and walked with him along the book shelves. As they walked, the librarian told him about the books. She even asked Miko what he liked to read. He said he liked reading books about animals.

The librarian took him to the shelves where there were many storybooks about animals. Miko chose a book about birds. The librarian then showed him where he could sit.

Miko has just finished reading the book when his teacher came in the library and told him his mother was already there to fetch him. Miko returned the book and said thank you to the librarian.

That night, when Miko's mother tucked him in bed he asked her when she is going to the grocery again. She asked Miko why. He said so he could go to the library in the afternoon. Miko's mother smiled and said he could go to the library every day after class if he likes. Miko doesn't have to wait for the next grocery day. Tomorrow and every day after, he could go to the library and read books.

Questions:

1. Why was Miko's mother late in fetching him?
2. Where did Miko stay while waiting for his mother?
3. How did Miko feel when he entered the library?
4. Who helped him in the library?
5. Did Miko like going to the library? Prove your answer.
6. If Miko liked reading storybooks about animals, what about you? What books do you like to read?

Lesson 27

Let's Recall

Yesterday, you heard a story about Miko's visit to the library. What storybook did he like to read?

Get Set

Identifying Reality and Fantasy

Study these pictures.



Let's Aim

What do you notice about the pictures?

Which of the pictures happen in real life?

Which of the pictures do not happen in real life?

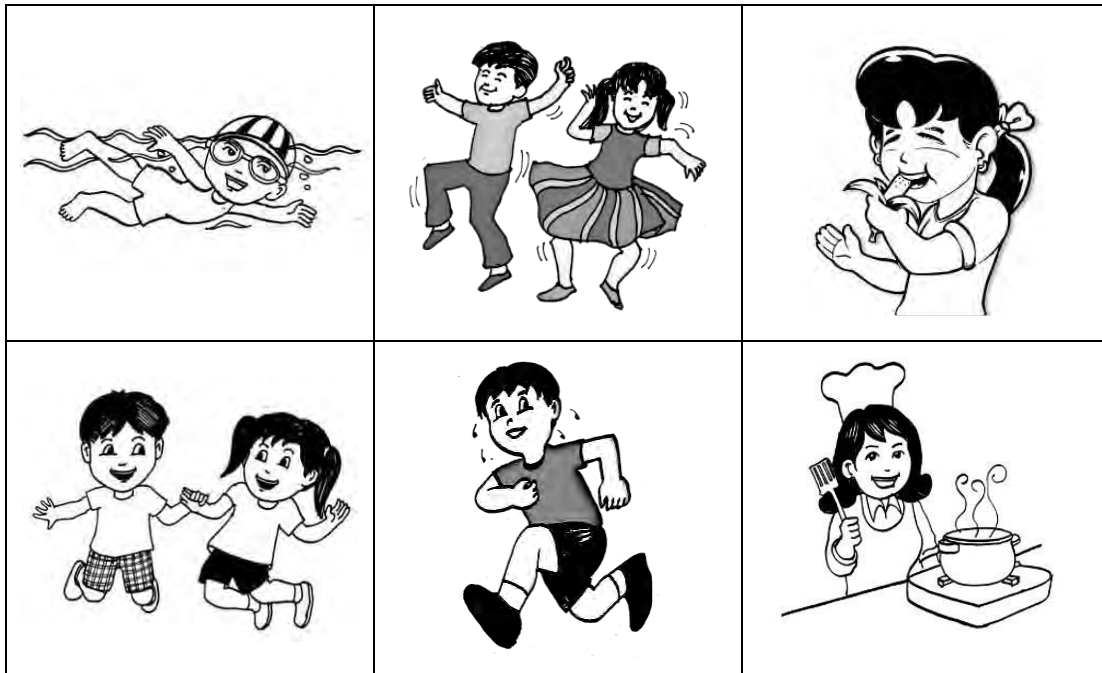
Remember This

Reality happens in real life.

Fantasy does not happen in real life.

Let's Recall

Name the action in the pictures.



Get Set

Verbs of Doing: Past Tense of Regular Verbs

Listen as the teacher reads these sentences.

1. She talked to Miko's teacher.
2. He looked around the tall shelves.
3. She walked towards him.
4. He liked reading storybooks about animals.
5. Miko's mother smiled.

Let's Aim

What are the underlined words?

What do you notice about the verbs?

- | | | | |
|-----------|-------|---|-------|
| 1. talked | talk | + | _____ |
| 2. looked | look | + | _____ |
| 3. walked | walk | + | _____ |
| 4. liked | like | + | _____ |
| 5. smiled | smile | + | _____ |

Remember This

We form the past tense of regular verbs by adding **-d** or **-ed**.

We add **-d** when the verb ends with **e**.

We add **-ed** when the verb ends with a consonant.

Lesson 28

We Can Do It

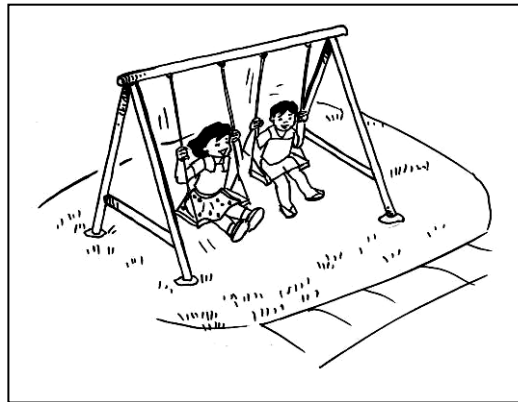
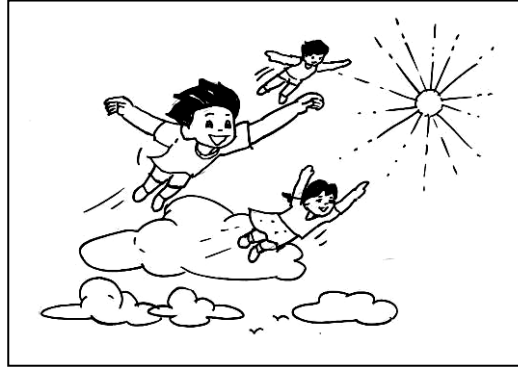
Identifying Reality and Fantasy

Write **R** if the picture shows reality. Write **F** if it shows fantasy. Do this in your notebook.



I Can Do It

Write in your notebook what each picture is about.
Write whether it is a reality or a fantasy.



We Can Do It (Guided Practice)

Verbs of Doing: Past Tense of Regular Verbs

Write the past form of the verb. Do this
in your notebook.

- | | | | | | |
|----------|---|----|----------|---|---|
| 1. laugh | + | ed | 6. move | + | d |
| 2. pick | + | ed | 7. wade | + | d |
| 3. clean | + | ed | 8. fade | + | d |
| 4. join | + | ed | 9. dine | + | d |
| 5. call | + | ed | 10. code | + | d |

Get Set

Reading and Writing Phrases with 2-syllable Words with Short a, e, i, and o

Listen as your teacher reads each phrase.
Match the phrases with the pictures.

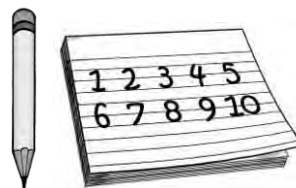
playing tennis



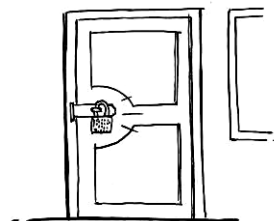
pencil and paper



running ostrich



wet jacket



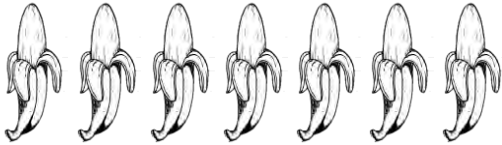

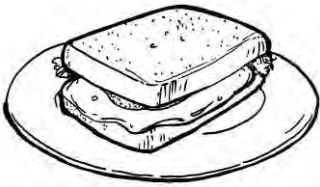
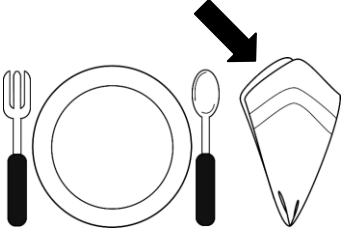

padlocked door



What are the words with short vowel sounds in the picture?

Let's Aim

Let's read more phrases with words with short vowel sounds.

	the seven bananas
	a tennis racket
	egg sandwich on the plate
	a table napkin
	the baby rattle

Lesson 29

I Can Do It

Verbs of Doing: Past Tense of Regular Verbs

Write the verb and its past form. Do this in your notebook.

Example:



wash

washed

1.



2.



3.



4.



5.



We Can Do It

Reading and Writing Phrases with 2-syllable Words with Short a, e, i, and o

Study the pictures then complete the phrases. Do this in your notebook.



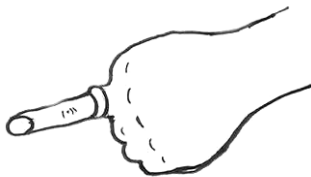
station _____



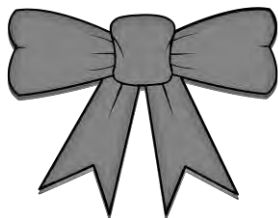
_____ driver



plane _____



index _____



pretty _____

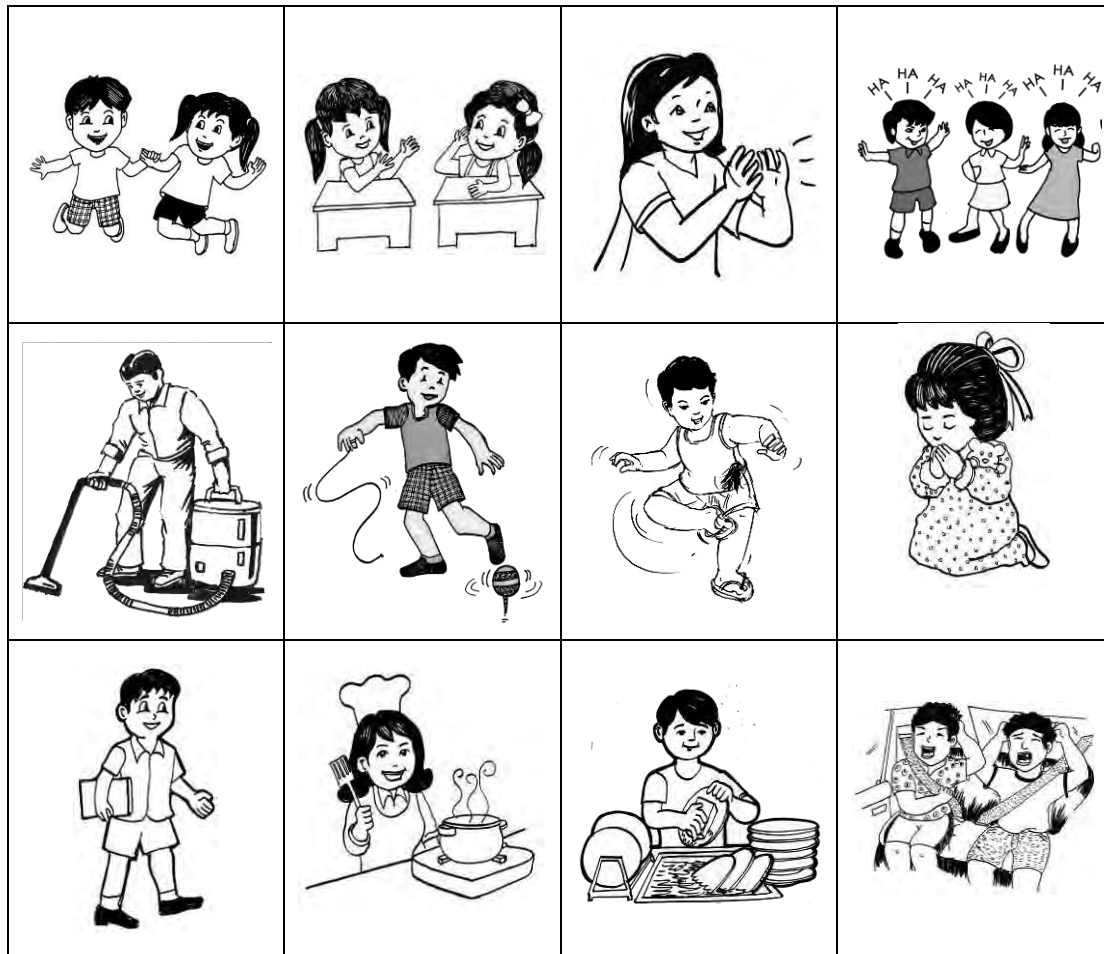
Lesson 30

Let's Try

Verbs of Doing: Past Tense of Regular Verbs

Game:

1. Choose a picture. Name the action word.
2. Call somebody to do the action word.
3. Call another to say the past form.



Let's Try

Reading and Writing Phrases with 2-syllable Words with Short a, e, i, and o

Write in your notebook a phrase about the pictures. Choose words from the box.

rice	busy	scary	wet	juicy
------	------	-------	-----	-------

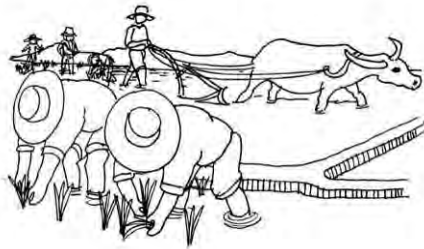
1.



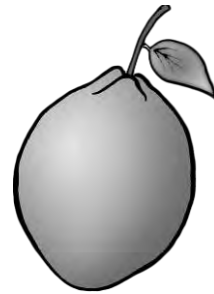
4.



2.



5.



3.



Week 7: I Learn Many Things in School

Lesson 31

Let's Try

In our story last week, Miko told us that he likes reading storybooks about animals.

What is your favorite animal?
Why is it your favorite?

Get Set

Take a look at the picture of birds your teacher will show you.



Try to describe them.

Bird	Color	Size
finch		
parakeet		
cockatiel		

Let's Recall

What is your pet at home?

Or what pet would you like to have?

Let's Aim

In our paragraph, what are the animals that are good for pets?

Birds for Pets

Kids are often happy to see birds that they would like to have one as a pet. The three kinds of birds that are good for pets are the finches, parakeets, and cockatiels. The finches make good pets because they are beautiful and they make beautiful sounds. The parakeets are colorful, small, easy to care for, and can learn to talk. And the cockatiels can also learn to talk, whistle, and do cute tricks.

Questions:

1. In our paragraph, what do kids like to have as pets?
2. What are the three birds that are good for pets?
3. Why do finches make good pets?
4. Why do parakeets make good pets?
5. Why do cockatiels make good pets?
6. Which of the three birds would you like to have as a pet? Why?

Lesson 32

Let's Recall

Yesterday, we learned the three kinds of birds that are good for pets.

Get Set

Identifying the Important Details in an Expository Text

Listen as your teacher reads first the questions. These questions will help you look for the important information in the paragraph.

Questions:

1. What is the size of sparrows?
2. What is the shape of their bill?
3. What do they eat?
4. What is their color?
5. Where are they found?



Sparrows

Sparrows are small birds with bills shaped like cones. They eat seeds and insects. Some sparrows are brown. Some are gray. They are found around homes and on farms worldwide.

Let's Aim

Let us answer these questions.

1. What is the size of sparrows?
2. What is the shape of their bill?
3. What do they eat?
4. What is their color?
5. Where are they found?

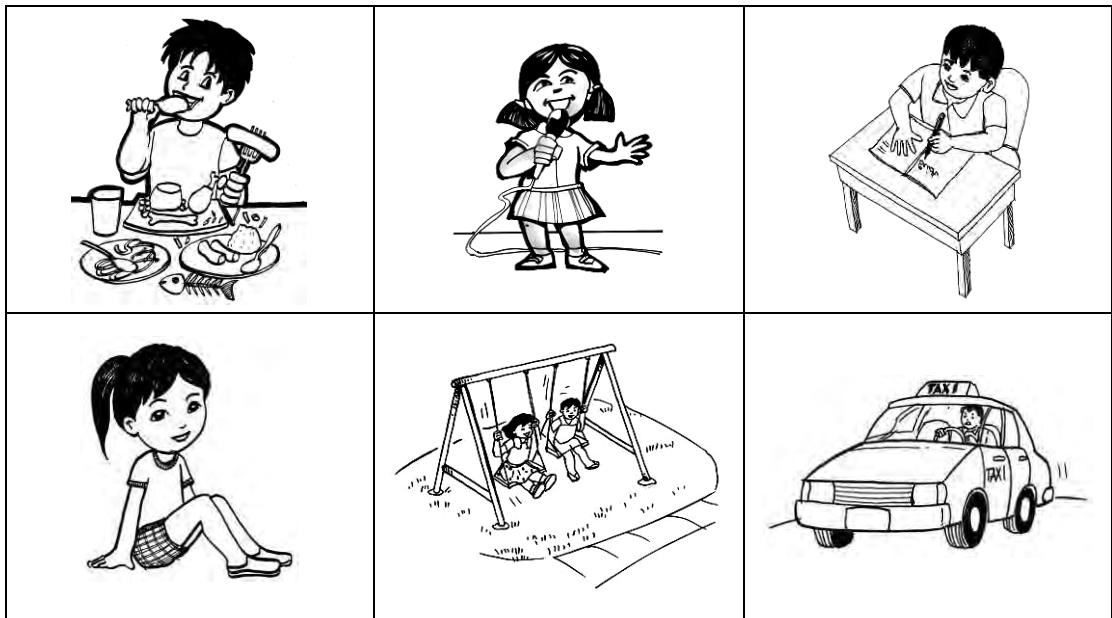
Remember This

By answering the **who**, **what**, **when**, **where**, **why**, and **how** questions, we can get important information in a text.

Let's Recall

Verbs of Doing: Past Tense of Irregular Verbs

Name the action words.



Get Set

Study these sentences.

A.

1. The finches, parakeets, and cockatiels make good pets.
2. The sparrows eat seeds and insects.

B.

3. The finches, parakeets, and cockatiels made good pets.
4. The sparrows ate seeds and insects.

Let's Aim

What are the underlined words?

What did you notice about how the verbs are changed?

make

made

eat

ate

Remember This

We form the past tense of irregular verbs by changing their spelling.

Lesson 33


We Can Do It

Identifying Important Details in an Expository Text

Know the important details of the next paragraph by answering these questions.

1. What is the color of crows?
2. Where do they feed?

3. What do they eat?
4. When trained, what can they copy?
5. Up to what number can they count?

<p style="text-align: center;">Crows</p> <p>Crows are glossy black birds. They feed mostly on the ground, where they walk about purposefully. They eat meat, grain crops, insects, and eggs of other birds. Crows are intelligent birds. They can be trained to copy their owner's voice or to count aloud up to seven.</p>	
--	--

I Can Do It

Look for the answers in the paragraph.
Write the answers in your notebook.

Questions:

1. How long have farmers been making scarecrows?
2. What is a scarecrow?
3. What is it shaped like?
4. Where is it placed?
5. What kinds of birds do scarecrows scare away?
6. Why is it a farmer's best friend?

Scarecrow

Farmers have been making scarecrows for more than three thousand years. A scarecrow or hay-man is a trap. It is shaped like a human dressed in old clothes and placed in fields by farmers to scare away birds such as crows or sparrows from eating the seeds or crops. A scarecrow is truly a farmer's best friend.



We Can Do It

Verbs of Doing: Past Tense of Irregular Verbs

Here are other examples of irregular verbs. Name the verbs. Change the underlined letters to form the past tense.



speak _____



2.

swim



3.

sleep



4.

drink



5.

stand

Get Set

Reading and Writing Sentences with 2-syllable Words with Short a, e, i, and o

Listen as your teacher reads these sentences.

Match each sentence with the correct picture.

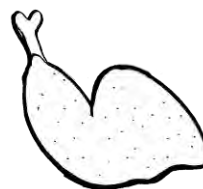
1. Lito is playing tennis.



2. Mother cooks dinner.



3. The basket is full of vegetables.



4. Fried chicken is my favorite.



5. The police caught the robber.



Let's Aim

Let's read more sentences with words with short vowel sounds.



Benny won in the spelling contest.



The zebra is striped black and white.



Take a tablet of medicine before going to sleep.



Leny has a bad temper.



There is a windmill in the farm.

Lesson 34

I Can Do It

Verbs of Doing: Past Tense of Irregular Verbs

Write the verb and its past form.

Do this in your notebook.











We Can Do It

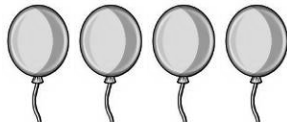
Reading and Writing Sentences with 2-syllable Words with Short a, e, i, and o

Study these pictures then complete the sentences.
Write the sentences in your notebook.



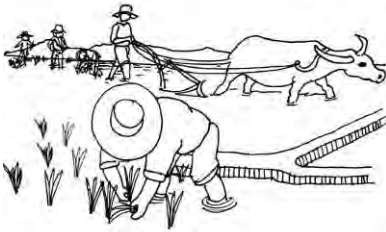
1.

_____ is fixing the fence.



2.

She has _____ balloons on her 7th birthday.



3.

The _____ is planting.



4.

Mother went to the _____.



5.

The _____ is launched.

Lesson 35

Let's Try

Verbs of Doing: Past Tense of Irregular Verbs

Game:

1. Choose a picture. Name the action word.
2. Call somebody to do the action word.
3. Call another to say the past form.



Let's Try

Reading and Writing Sentences with 2-syllable Words with Short a, e, i, and o

Write a sentence about each picture.

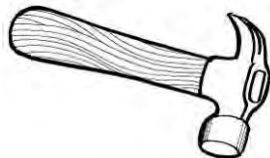
Choose phrases from the box.

Do this in your notebook.

feed the chicken	basket of flowers
shallow river	nail and hammer
lemon juice	



1.



2.



3.



4.



5.

Week 8: My Favorite Place in School

Lesson 36

Let's Try

Last week, we learned that finches, parakeets, and cockatiels are good for pets. Do you remember why they are good for pets?

Get Set

Listen as your teacher uses the following words in sentences. Try to get their meanings.

perching
paints

instruments
whistles

Let's Recall

Why do you think birds perch on branches of trees?

Let's Aim

In our story, why are the birds perched on the branch?

Three Birds Watching

One sunny morning, three birds are perching on a branch of a tree. One is a finch, another is a parakeet, and the other is a cockatiel.

As the birds are sitting on the branch, they are watching the children in the school.

The finch is watching the children in the music room.

The parakeet is watching the children in the art room.

And the cockatiel is watching the children in the playground.

The cockatiel asks the finch, "Why do you watch the children in the music room?"

The finch answers, "I make beautiful sounds that's why I like listening and watching the children singing and playing instruments."

The finch turns to the parakeet and asks, "Why do you watch the children in the art room?"

The parakeet replies, "I am colorful. I like colors. I like watching the children draw and paint."

The parakeet looks at the cockatiel and also asks, "Why do you watch the children in the playground?"

The cockatiel whistles and replies, "I can do cute tricks just like those cute little kids in the playground."

After a while, the bell rings. The three birds flap their wings and fly to another nearby branch.

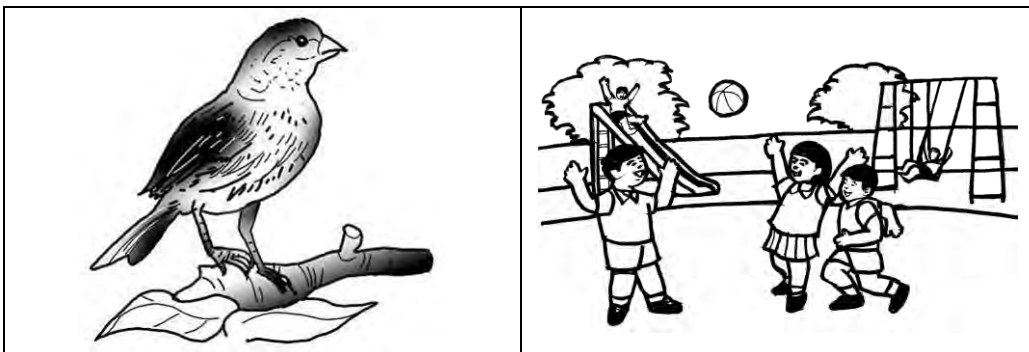
Questions:

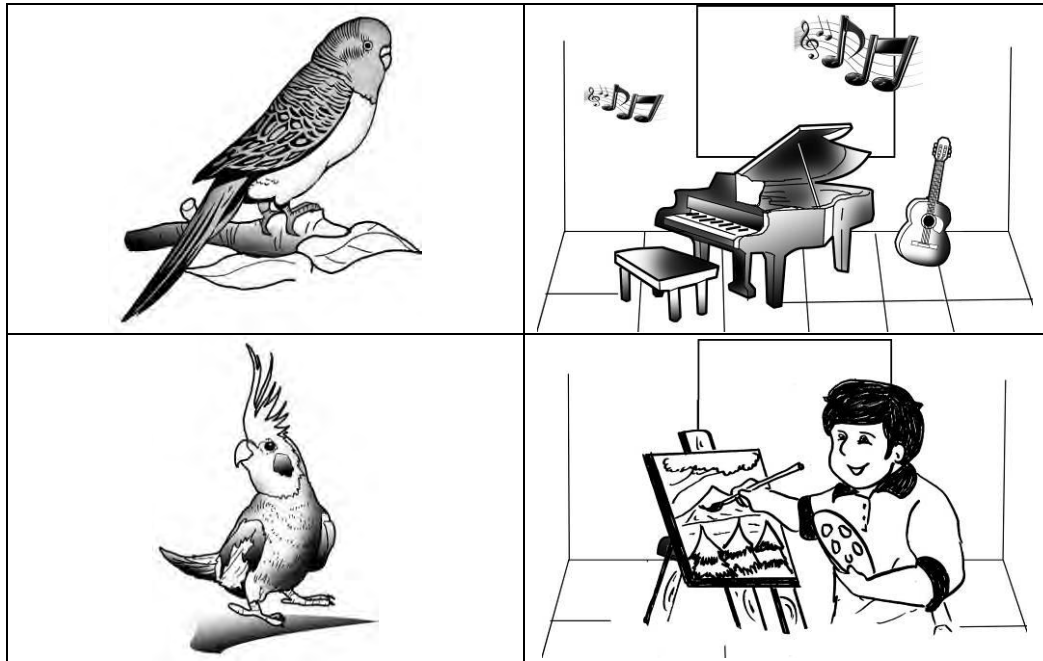
1. Why are the three birds perched on the branch of a tree?
2. What are the three birds watching?
3. Why is the finch watching the children in the music room?
4. Why is the parakeet watching the children in the art room?
5. Why is the cockatiel watching the children in the playground?
6. What happens when the bell rings?
7. If you are one of the birds, would you be like the finch, parakeet, or cockatiel? Why?

Lesson 37

Let's Recall

In yesterday's story, the birds are watching the children in the different parts of the school. Match the bird with the part of the school it watched.

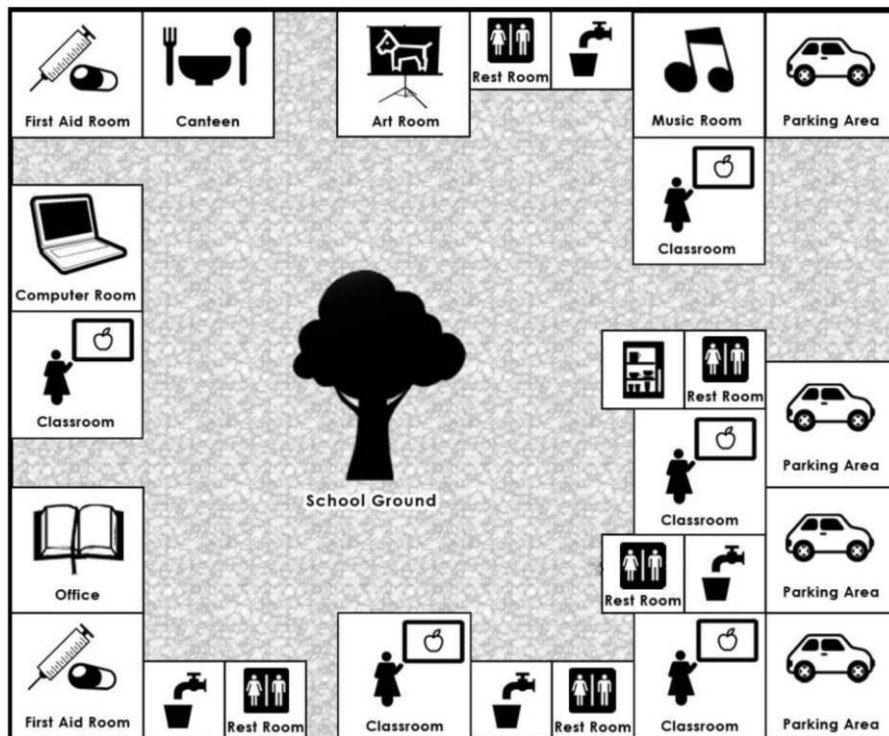




Get Set

Reading Maps

Study the following school map.



Let's Aim

Answer these questions.

1. What is the room on the left of the Canteen?
2. What is the room on the right of the Canteen?
3. What is the room south of the First Aid Room?
4. What are found on the left and right of the Music Room?
5. How many classrooms are there?

Remember This

Here are some map symbols.



Bicycle parking



Restrooms



Telephone station



Hospital zone



Drinking station

Let's Recall

Choose the action words.

sit	branch	turn	school	make
tree	perch	music	watch	art
answer	look	paint	playground	draw
bell	flap	ask	wing	listen

Get Set

Verbs of Doing: Future Tense

Listen as your teacher reads these sentences.

A.

1. Three birds perch on a branch of a tree.
2. They watch the children in the school.
3. The finch turns to the parakeet.
4. The parakeet looks at the cockatiel.
5. The three birds flap their wings.

B.

6. Three birds will perch on a branch of a tree.
7. They will watch the children in the school.
8. The finch will turn to the parakeet.
9. The parakeet will look at the cockatiel.
10. The three birds will flap their wings.

Let's Aim

What are the underlined words?

What do you notice about the verbs in A and the verbs in B?

What word is added before the verb?

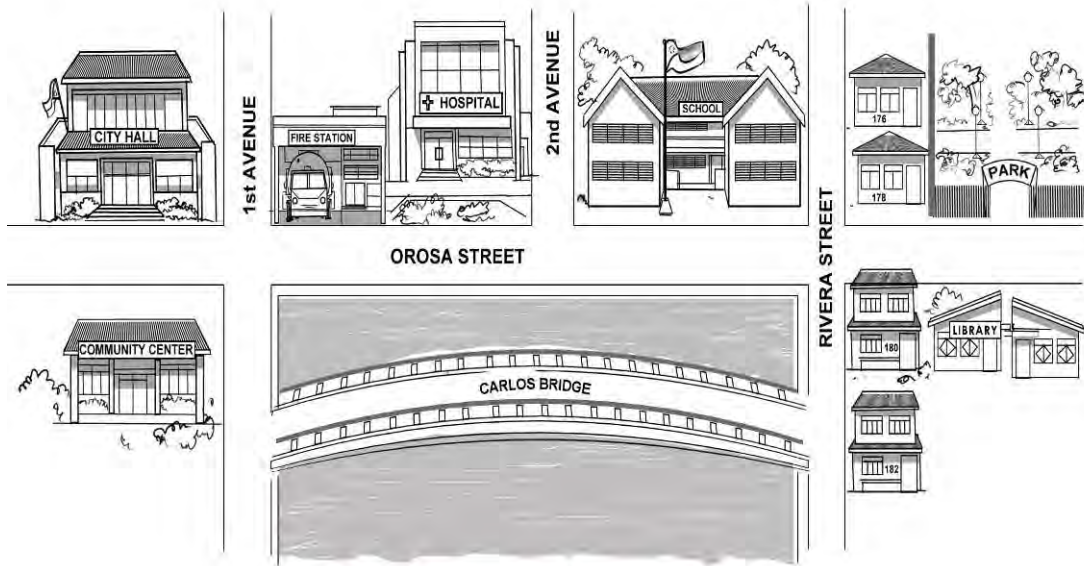
Remember This

We form the future tense of the verb by adding **will** or **shall** before the base form of the verb.

Lesson 38

Reading Maps

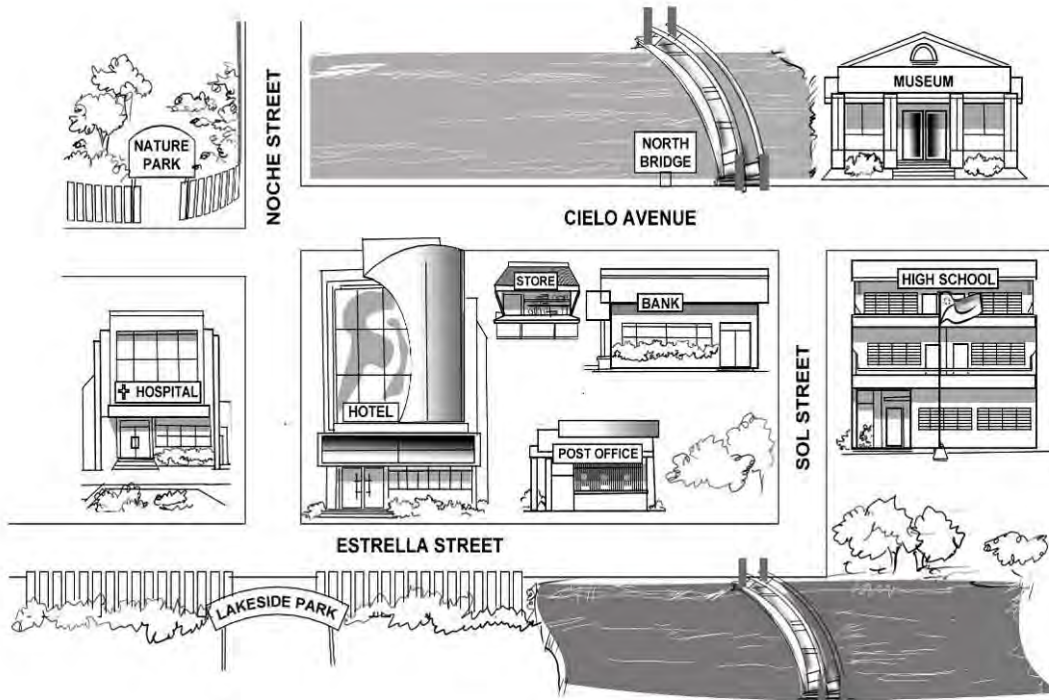
Study the following city map and do the activity.



1. On a sheet of paper, copy and color the map as follows:
 - blue – water
 - orange – library
 - green – parks
 - purple – hospital
 - red – fire station
 - yellow – schools
 - pink – city hall
 - brown – community center
2. Draw a green X at the intersection of Orosa Street and 2nd Avenue.
3. Draw a black X where Rivera Street meets Carlos Bridge.
4. Draw a blue X at the address 180 Rivera Street.
5. What city building is located along 1st Avenue?

We Can Do It

Study the following city map then do the activity.
Write your answers in your notebook.



1. Which bridge is closest to the museum?
2. What park is located along Noche Street?
3. When you look north, you see the river.
When you look east, you see the high school.
Where are you?
4. What building is across the hospital?
5. What is the park along Estrella Street?

I Can Do It

Draw a map of your school on a sheet of paper. Below your map, write sentences on how you will guide a visitor who wants to see the principal in the office.

We Can Do It

Verbs of Doing: Future Tense

Write the future tense of the following verbs. Do this in your notebook.

Example:

smile

will smile

1. visit
2. listen
3. take
4. go
5. bring
6. buy
7. erase
8. change
9. cry
10. stay

Get Set

Reading and Writing Simple Stories

with 2-syllable Words with Short a, e, i, and o

Match the sentences with the correct picture.

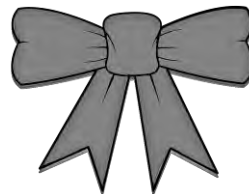
1. Mang Benjo will plant his crops in June. He will plant during the rainy season.



2. Linda will play tennis this Saturday. She will play with Cris.



3. Judd's father will drive the taxi to the airport. He will drive his friend to the airport.



4. There will be thunderstorms in the afternoon. Mark will bring his jacket.



5. Anne will celebrate her birthday next week. She will put a pink ribbon on her dress.



Let's Aim

Let's read more simple stories with words with short vowel sounds.



They will leave town
on a vacation.
They will padlock the doors
to be safe from robbers.



The pupils will answer the test.
They will use pencils.



Jane's father will wear
a helmet to work.
The helmet will protect his head
from falling objects.



The seven boys will play tennis.
They will join the sports contest.



Aling Naty will go to the market.
She will bring her basket.

Lesson 39

I Can Do It

Verbs of Doing: Future Tense

Think of three things you will do tomorrow.

Draw them in your notebook.

Write three sentences about your drawings using the future tense of verbs.

We Can Do It

Reading and Writing Simple Stories

with 2-syllable Words with Short a, e, i, and o

Try to recall the 2-syllable words with short **a**, **e**, **i**, and **o** that you have learned.

Write a simple story using those words.

Draw your simple story in a sheet of paper.

Lesson 40

Let's Try

Verbs of Doing: Future Tense

Game:

1. Choose a picture from those on the next page.
Name the action word.
2. Call somebody to do the action word.
3. Call another to say the past form.



Let's Try

Reading and Writing Simple Stories with 2-syllable Words with Short a, e, i, and o

Think-a-Link:

Choose only three 2-syllable words with short **a**, **e**, **i**, and **o**. Write a simple story connecting the three words. Do this in your notebook.